

TEQUESTA TRACE MIDDLE SCHOOL

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2016

Directions for School Leadership Team: As part of the February School Improvement Training we will engage in collaborative conversation and share best practices based on each school's Mid Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

1. Has your school made progress towards achieving the goal?

- A. *How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?*
- B. *What are the gaps that exist between your current state and your desired state?*
- C. *How will you address them between now and the end of this school year?*

Teachers have committed to participate in "Literacy Workshops" during their planning times 1 – 2 x's per week to increase ELA strategies for students identified as "bubble students." Students have been very willing to participate even though they are taken out of their elective class. Elective teachers are active monitors of students who are participating and encourage them to do their best.

PAL – Volunteer Tutoring every Wednesday morning, monitored by 3 teachers (2 of whom volunteer) and NHS students tutoring students in all subject areas has become a natural part of Wednesday mornings. More and more students are arriving before school to be tutored by a peer.

Based on USA Test Prep and Achieve 3000 results, we are very close to our goals. We will continue to utilize Achieve 3000 in LA and USA Test Prep in many subject areas; continue to remediate when needed; and continue to offer enrichment activities.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

- A. *What evidence do you see that a barrier has been reduced or eliminated?*
- B. *What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- C. *If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- D. *Did you identify other barriers that could serve as effective re-entry points into the plan?*

Our Master Schedule this year, took our Staff Development Plan into account. Several of our Departments have common planning and are able to plan together as well as participate in Professional Development. Those that do not have common planning are committed to meet 1 – 2x's per week. An increase in communication with the Administrators and Reading Coach is evident through formal/informal conversations and emails. Post Conferences after Formal Observations and Informal Observations indicate that teachers are utilizing Marzano strategies with fidelity.

3. Are your strategies being implemented with fidelity?

- A. *Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

As indicated above, Staff Development and Staff Collaboration has increased this year due to common planning for many of our subject areas. Ideally, we would like to have all subject/grade levels to common planning.

4. What are your benchmarks for success?

- A. *How will you progress towards your goal impact student achievement?*
- B. *What is your desired state?*
- C. *What gaps exist between your current state and your desired state?*

We will continue to have serious conversations concerning the achievement of students on USA Test Prep and Achieve 3000. Our teachers will continue to monitor the need for and implement remediation and enrichment. Our desired state is to increase the number of students who are proficient on the 2016 FSA by 5 %age points. We are an A school and the gap is that we need to continue doing what we are doing and ramp up areas that are identified as weaknesses. Teachers also need to completely understand that their students will count for their Student Progress in the iObservation Evaluation. It is no longer “the reading or the math teachers’ responsibility.”